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ABSTRACT

The leaders' guide on the unit for American Indian adults, "Ideas for Planning," (ED 158 938) contains learning activities and background information based on girls' units "Just for You" and "Marriage--Expectations or Reality." The unit has the following objectives: (1) adults will become aware of attitudes affecting teenage pregnancy: (2) adults will become aware of the history of birth control methods: (3) adults will become aware of Wisconsin state laws concerning teenage pregnancies and education: (4) parents will become aware of medical facts concerning venereal disease: (5) parents will be aware of changes in attitudes regarding marriage: and (6) parents will teach their daughters that there are consequences involved in decisions made concerning marriage. The leaders' guide offers learning activities and methods for helping parents realize the objectives for the unit. (CM)

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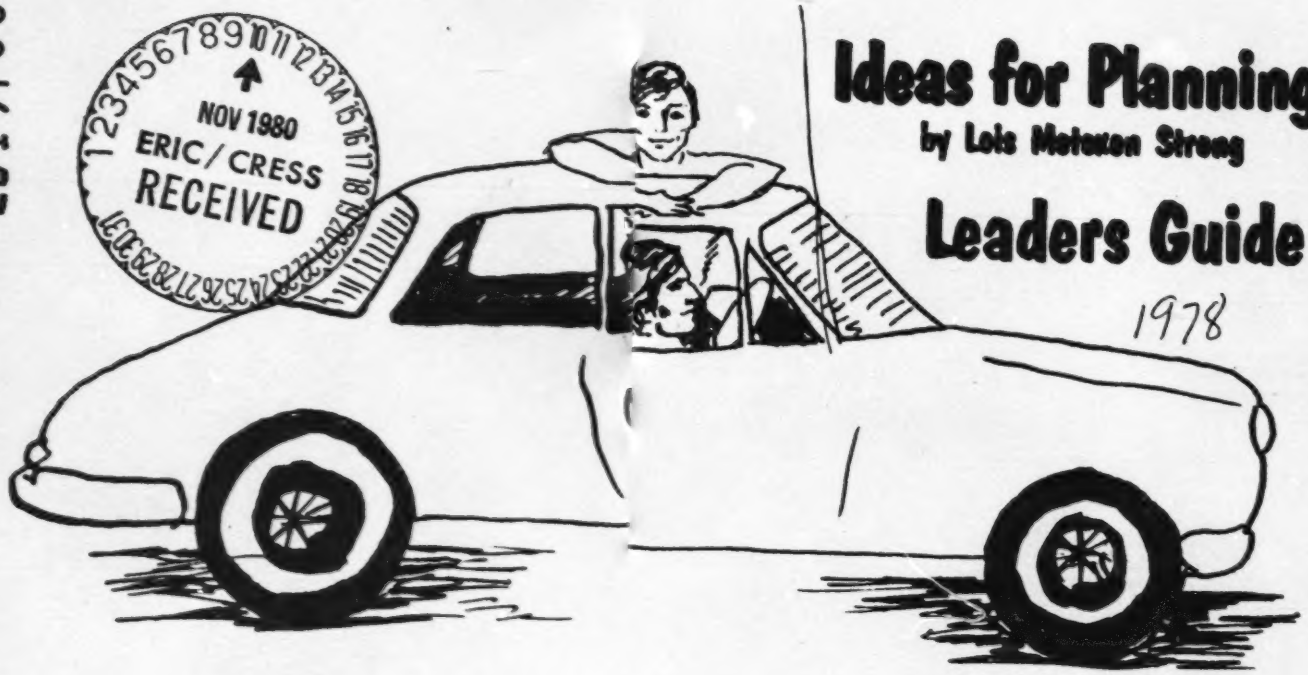

Ideas for Planning

by Lois Matsuon Streeg

Leaders Guide

1978

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Ideas for Planning Unit for Adults

Objectives

1. Adults will become aware of attitudes affecting teen-age pregnancy.
2. Adults will become aware of history of birth control methods.
3. Adults will become aware of Wisconsin state laws concerning teen-age pregnancies and education.

Background Information

Refer to the Booklet for Parents, "Ideas for Planning" and "Just for You," Book III and the Leaders Guide "Just for You" for background information.

Learning Experiences

1. Have the people in the group discuss any tribal customs on birth control that they may know about.
2. Show the group the slide set on birth control methods. A script is on pages 15 and 16 of the Leaders Guide "Just for You."
3. Ask the group to discuss the question, Even if pregnancies outside of marriage are not morally disapproved of, what disadvantages do they present for a teen-age girl? Use the charts (WKGZ12-1-5), which are part of the "Just for You" unit to illustrate their ideas. Following are some ideas for doing so.
   a. Show the group the chart "Teen-age Mothers," illustrating the percentage of Wisconsin Indian babies born to teen-age mothers. Discuss with the group the problems of teen-age pregnancies.
   b. Show the group the chart "Babies Who Die, By Age of Mother." The chart illustrates the number of babies who die per 1,000 live births. Ask the group why these babies die.

      For girls 16 years or younger, 29 babies die per 1,000 live births. Note that the lowest

mortality rate is for babies born to mothers 20-29 and 30-34 years old, with only 15 babies dying per 1,000 live births.

c. Show the group the chart "Fetal Death Rates, By Age of Mothers." Explain what a fetal death is. Ask the group what causes fetal death. Point out that the lowest death rate is for women 20-29, with only nine deaths per 1,000 babies delivered.

d. Show the group the chart "Unmarried Mothers," which illustrates the percentage of babies born to unmarried mothers. Point out that unmarried mothers frequently have poor health care.

e. Show the group the chart "Infant Mortality Rates in Wisconsin By Race." Note that the mortality rate for the nonwhite population is almost double that of the white population. Ask the group why this is so.

f. Other suggestions for discussion:

- Ask the group how the age of the mother is related to childbirth.
- Ask the group how age affects a teen-age girl's health.
- Ask the group how age affects a baby's health or chances of living.
- Ask the group if having children as a teen-ager is a good idea. Why, or why not?

4. Point out to parents that they might find the VD Handbook and the Birth Control Handbook interesting resources to read.

5. Ask the group what happens to pregnant teen-age girls in their school. Do they continue as usual? Do they drop out? Are there special education programs for them?

Ask the people in the group how they feel students, teachers, and administrative staff should treat pregnant students.

Explain the two new Wisconsin laws to the group. Information on the laws is on pages 6 to 7 of "Ideas for Planning." Are their schools abiding by these laws?

(Note: You may want to pass on to your local education committee some of the reactions of the group.)

Have the group discuss the case studies called "A Student and Pregnant" on pages 17 and 18 of "Ideas for Planning."

6. Have the group complete the "Venereal Disease IQ" on page 19 of "Ideas for Planning." Discuss the answers with the parents.

(1) VD is not a significant risk to me if I limit my sexual contacts to only those I know well.

False. Anyone who has sexual contact with someone who has venereal disease can catch the disease.

(2) Like most infections, VD will either get worse or go away.

False. VD can be cured only by treatment from a physician.

(3) Men are more likely to know if they have VD than are women.

True. In women the signs of venereal disease are less evident. If a girl even suspects that she may have VD, she should visit a physician and ask for a test for gonorrhea and syphilis. Unless a man tells a woman that she has been exposed, she is very unlikely to know.

(4) VD can be transmitted through toilet seats and dirty glasses.

False. VD is transmitted only through sexual contact.

(5) If you are a minor and are treated for VD, your parents will probably be informed.

False. In Wisconsin, the law allows a physician to treat a minor for VD without telling her parents.

(6) The complications of gonorrhea sometimes include sterility, while those of syphilis may include brain damage or death.

True. VD can cause insanity or paralysis or sterility. Also, VD can cause babies to be stillborn, blind, or defective. Prompt treatment can cure the disease before such things happen.

(7) Self-administered doses of oral penicillin are usually sufficient to cure gonorrhea and syphilis.

False. It takes strong doses of antibiotics to cure VD. A physician will prescribe such only when he knows what he is treating. Penicillin pills for a bad sore throat will not cure VD.

(8) The incidence of gonorrhea is twice that of syphilis.

True.

(9) Getting an annual blood test is usually sufficient to detect the presence of VD.

False. You must ask a doctor for blood and smear tests in order to know if you have VD. It takes a specific type of test to determine VD.

(10) VD can result from oral-genital contact.

True.

(11) A condom is 100 percent protection against syphilis or gonorrhea.

False. It may be some protection, but it is not 100 percent safe.

7. Encourage the parents to work with their daughters on the activities suggested on pages 24 to 25 of the Booklet for Parents, "Ideas for Planning." You might discuss some of the activities with them. Adults who work individually with girls might have occasion to use them too. Also, members of the group might like to discuss some of the other activities which are on pages 7 to 15 of "Just for You," Book III with their older teen-age daughters.

Objectives

1. Parents will be aware of changes in attitudes regarding marriage.
2. Parents will teach the girls consequences regarding decisions about marriage.

Background Information

Refer to the booklet "Ideas for Planning," "Marriage—Expectations

or Reality," Book II, and the Leaders Guide "Just for You" for background information.

Learning Experiences

1. The following are some facts about changes affecting the numbers of women in the work force and marriage patterns. You might make a rough copy of this chart on a flip chart or use a blackboard. Discuss what these statistics mean to each adult and what they mean to young girls in regard to career planning.

Increase of Women in the Work Force—By Decades

1950's	1/3 women of work age working 1 out of 4 married women (husband present) working
1970's	43 percent of married women (husband present) working 1 out of every 3 married women working have pre-school children

If you use a flip chart, be sure to keep all the charts up before the group so the people can see these very great changes, which affect women's lives today.

Rapid Increase in Number of Women Who Head a Family
Number of Families

1970	One out of 10 families headed by a woman
1974	One out of 8 families headed by a woman

Ask the people what this information means to them. What employment patterns are encountered by women who are the head of family. (Answer: job skills, child care) What problems are faced by a woman who is raising her children alone? (Answer: burden of caring for, teaching, etc. alone) What problems are faced by a woman head of family who is employed? (Answer: combining raising children and keeping up household chores, working for low-paying job)

2. Ask the members of the group to list reasons why women should have careers. Place their ideas up on a blackboard or flip chart.
3. Have the group complete the "Marriage IQ" on page 20 of the Book for Parents, "Ideas for Planning." Use the background information on pages 11 to 13 of the Leaders Guide "Marriage—Expectations or Reality" when discussing the answers. All the answers are true.
4. Have the people complete the activity "What Would You Like in a Marriage Contract?" on page 21 of "Ideas for Planning." After they complete it, have them discuss their choices and answers.
5. Have the group complete the activity sheet, "Teen-age Marriages?" on page 22 of "Ideas for Planning." After the people fill out the sheet, have them discuss their answers. All the answers are true.
6. Encourage the parents to work along with their daughters on the activities suggested on pages to of the Booklet for Parents, "Ideas for Planning." You might discuss some of the activities with them. Other adults who work individually with girls might have occasion to use them too. Also, members of the group might like to discuss some of the other activities with their teen-age daughters which are on pages 5 to 9 of "Marriage—Expectations or Reality," Book II and pages 7 to 20 of "Marriage—Expectations or Reality," Book III.
7. The booklet, "Ideas for Planning" can also be used as a tool when making home visits with parents. You could use the booklet to explain what girls are learning in the program. You and the girls' parents might do some of the activities in the "Activity Section" of the booklet. Then you could show parents how to use the section of the booklet called, "Things To Do With Your Daughter."

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